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ABSTRACT

This paper describes the professional experiences of teacher education interns at Wright State University in Ohio, who entered the field from prior professions or training. The paper addresses the use of Praxis III/Pathwise in the training and orientation of both Professional Educator Program (PEP) interns and professional clinical faculty mentoring the students in an urban setting. PEP participants were postbaccalaureate students who practiced the art and science of teaching in a clinical environment, beginning the summer prior to and concluding the summer following the school year. The 15-month immersion program compressed the traditional 3 years of training into a full-time internship. In addition to mastering professional competence, job stress, student conflict, and family and personal pressures, interns had to master the Praxis III Domains and Criteria, demonstrating the 19 criteria via an electronic portfolio. Evidence indicates that the PEP program was dynamic and enriching for beginning practitioners. Their Praxis-based electronic portfolios demonstrate teaching proficiency in the four crucial domains and visually display their commitment and ability to teach and make a difference in students' lives. (Contains 20 references.) (SM)

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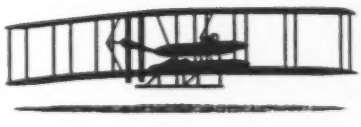
Linking Technology and Best Practice: PRAXIS Based Electronic Portfolios

Wright State University, Dayton, Ohio



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Linking Technology and Best Practice: PRAXIS Based Electronic Portfolios

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American Association of Colleges of Teacher Education,

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Washington, D.C.
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Linking Technology and Best Practice:
PRAXIS Bases Electronic Portfolios (draft 2-15-99)

Introduction

This paper focuses on the professional experiences of teacher education interns who enter the field from prior professions or training. Candidates are immersed in an intensive fifteen month program which compresses the traditional three years of professional training into a full-time internship. This program has some significant lessons learned to pass-on to other teacher educators. In addition to professional competence, job stress, student conflict, and family as well as personal pressures that must be mastered by these interns; they must also learn and show performance of the Praxis III Domains and Criteria. These 19 Criteria are demonstrated by an electronic portfolio. Further, the paper addresses the use of PRAXIS III/ Pathwise in the training and orientation of both Professional Educator Program (PEP) interns and professional clinical faculty mentoring these students in the urban setting.

The State of Ohio passed legislation supporting PRAXIS as a performance based vehicle to license educators. In anticipation of this important shift from certification to licensure, Wright State University developed a format for the electronic portfolio mirroring PRAXIS III criteria and requiring the PEP interns to develop an electronic portfolio using this prototype.

Two objectives frame the paper content. These are:

1. To present how PRAXIS impacts pre and in-service collaboration.
2. To identify what key stakeholders need to know.
3. To clarify policy issues related to PRAXIS assessment.

As the twentieth century draws to a close, educators are being held accountable for school improvements that, supposedly, occurred during the last two decades. The public wants evidence that their schools are improving. The following renewal project provides such evidence.

Historical Overview of Wright State Redesign Efforts

Partners Transforming Education: School•University•Community is a process model to plan and articulate the simultaneous renewal of the education of educators and the PreK-12 sector. The College of Education and Human Services, Wright State University, has been formally involved in this ongoing process to bring about systemic change to PreK-higher education since January, 1992. *Partners*

Transforming Education has involved over 430 people representative of the PreK-12 sector, business, human service agencies, the University, the military, and others, to give input on the changes needed to create a new culture of collaborative educators responsive to society's needs.

Individuals from the PreK-12 sector, working with this initiative, are classroom teachers and administrators representative of a number of school systems within the Dayton metropolitan region that Wright State University serves. With the amount of criticism aimed at the public schools and the growing concern about teacher education programs, educators can no longer work in isolation. The College has faced the challenge and invited not only the PreK-12 sector to join hands in problem solving, but has turned to the University at large and the Community to work collaboratively in building a program that will prepare more qualified pre-service teachers and renew PreK-12 and higher education faculties and administrators.

This concept of "simultaneous renewal" of both PreK-12 and Teacher Education surfaced as an essential component of advancement efforts. No partnership can exist where only one partner grows and benefits. As Goodlad establishes in *Educational Renewal: Better Teachers, Better Schools* (1994) working together must be mutually advantageous.

Partners Transforming Education is moving forward the newly designed teacher education curricula, a conceptualized post baccalaureate professional school model, and formally established partnership school sites within PreK-12 schools. Classroom teachers, school administrators, arts and sciences faculty, education and human services faculty, and community representatives will continue serving as integral collaborators in the ongoing process for renewal. All partners are actively involved in professional development activities and a re-designed governance structure. The College of Education and Human Services at Wright State University functions as one of sixteen member sites of John I. Goodlad's *National Network for Educational Renewal* and is currently a selected member of the *National Education Association's Center for Innovation, Teacher Education Initiative.* These initiatives contribute significantly to moving the College agenda forward by focusing our energy and resources on the College's fundamental commitment: *"Working with others to better understand and improve the human condition."*

The partner schools and districts also have an identified agenda of specific goals and improvements. The partnership goal focuses on moving the agenda of both parties forward and evidence of mutual activity in this particular site is presented later in this paper.

The Professional Educator Program

Wright State University (WSU) is a metropolitan state-supported university dedicated to the educational, social, and cultural needs of the Dayton area with an enrollment of 17,000 graduate and undergraduate students. WSU is especially proud of the Professional Educator Program (PEP). The PEP is the culmination of earlier college efforts and membership in John Goodlad's National Network for Educational Renewal and the American Association of Colleges for Teacher Education. Relationships with the above organizations served as a factor in the college becoming one of 18 college and university partners in the Teacher Education initiative of its National Center for Innovation (NCI-EN).

The program uses the medical school model that permits a select group of postbaccalaurate students to practice the art and science of teaching in a clinical environment. The strength of the program is that the interns experience the total ecology of the school beginning the summer prior to and concluding the summer following the school year. The interns earn their teaching certificate(license) in 15 months. They build on their undergraduate degree to become a certified/licensed Ohio teacher.

The class consists of student interns who are housed in public schools. The interns include persons who have enjoyed professional success in the military, business, and other careers. School teachers who voluntarily complete a workshop serve as clinical faculty members in partnership with Wright State University (WSU). The clinical faculty provide a learning laboratory that is rich in problem solving and collaborative teaching and learning opportunities. These clinical faculty mentors supervise the interns in cohort groups and demonstrate dynamic teaching. As a result, public school students in primary through 12th grade gain from the fluid and cooperative interaction of professional educator interns, clinical faculty and other school personnel. The college will use information from the PEP and the experiences of partners to facilitate future involvement of other school districts in the region.

Clinical Faculty Seminar

In alignment with the Goodlad philosophy and that of the WSU faculty, a seminar was offered during the spring term of 1997 to teachers at E.J. Brown. Those completing the seminar were eligible to serve as mentors for an intern in the fall. WSU's President and Provost agreed to sponsor the seminar (one credit hour) with no expenses to the Dayton faculty or district. The purposes of the seminar centered on: reviewing the partnership intent and identifying Governance Councils' structures; reflecting upon Goodlad's *Educational Renewal* ; identifying topics of interest for professional development (Topics were: Clinical Supervision, Technology and Alternative Assessment); identifying renewal projects for the school and individual participants; finalizing the E. J. Brown Pilot PEP ; and, most importantly, developing trust and communication channels. The seminar readings concentrated on Goodlad's *Educational Renewal* and other select readings. A total of five sessions were presented to the mentor teachers.

Selection of PEP Candidates

Both E.J. Brown clinical faculty and the university academic faculty viewed the selection of the interns as crucial to the success of the first E.J. Brown PEP. The steps for admission to the PEP involved: requesting transcripts sent to the Graduate Studies Office and the Certification Office (to be sure prerequisite coursework was completed); applying for admissions to the university, School of Graduate Studies; completing the application for the Professional Educator Program; taking the Graduate Record Exam (GRE or MAT) or Miller's Analogy Test; and completing the PEP Interview; (which includes interviewers from partnership schools and university faculty.

The PEP entrance application requires either a GRE score of 800 or higher or MAT score of 30+, proof of acceptance to Graduate School, copy of transcript analysis, writing sample, two letters of recommendation, one from a faculty member in their content area and one from an employer, advisor or supervisor, self assessment of career goals, signed character statement for the State of Ohio, documentation of basic skills in keyboarding/word processing and use of electronic searching tools, i.e. CD-ROM, and transcripts of undergraduate work with GPA of 2.75 or better.

The interview process became a significant ingredient of intern selection. Some pre-teaching skills can not be identified via paper and the interview revealed a human perspective. Through pre-interview preparation the interviewers identified a series of questions appropriate for the actual interviews. The questions fell into four categories: commitment to the field, knowledge of the professional role, appropriate motivation toward the field, and realistic appraisal of personal liabilities. The Candidate Evaluation Interview Form centered on these categories. Each interviewer placed a form in the intern's file. The scores were averaged and the results were considered in the final selection decision.

Composition of PEP Candidates

A total of 43 interns were selected for the 1997-98 PEP class (7 of these were placed at E.J. Brown). The make-up of the class illustrates gender and ethnic diversity, although no recruitment occurred to foster the number of minorities selected for this program. The minority representation is significantly higher than in WSU's regular certification program. Twenty-five percent of the class has minority status, while approximately 1% of the traditional certification program are currently identified as minority. Of the 43 interns, 8 are minority (1 male and 7. There was one female Hispanic and the other minorities were African-American. The class gender split was 9 males and 34 females. The age distribution ranges from 22 to 52 years of age, with mean age of 29.8.

Program Overview

A. Summer B, 1997: The PEP Program began during the summer school 1997. Three academic courses were offered on campus with one field experience. For the academic coursework, the interns attended classes everyday, for the first six weeks of the term. The seventh, eighth and ninth weeks interns worked all week daily in year round schools (not the school district where they would spend the school year Sept.-June 97-98). They returned to the university for the final week of the summer session. The three academic courses, ED 602, *Philosophy and Instruction With All Populations* , ED 621 *Human Development* and ED 622, *Instructional Design and Technology* ,were team taught by university faculty. Assignments centered on relating experiences gained in the field with course content. An authentic assessment requirement, due at the completion of the school year, was introduced: The Professional Portfolio (more details of this appear in the following section.

Before beginning fall term, the district requested state temporary substitute teaching certificates. These certificates permitted interns to cover class if the lead teacher was involved in renewal projects as well as for liability reasons. During the fall term the advisory council decided to permit interns to substitute in the lead teachers classroom if the interns were in the field on the day of the teachers absence and if it did not interfere with university course requirements.

B. Fall 1997: The interns started fall term in the E.J. Brown classrooms where they would spend the academic year. By having no university responsibilities, interns became acclimated into the 'total ecology of the school'. University classes began the third week and selected classes were held at E.J. Brown. E.J. Brown elementary interns took five courses. They were: ED 606, *Language Arts I*, ED 608, *Social Studies Education: Curriculum/Materials/Methods*, CNL 662, *Problems in Student Personality and Development for Education,:* and ED 770, *Art, Music, and Physical Education*. ED 770 was cooperatively taught by one university faculty member and three clinical faculty.

The elementary intern field experience was enhanced by a rotation schedule developed by the district elementary lead teachers, which provided exposure to a variety of "specials." Included in the rotation were all special education classes, including MH, DH, LD, and SLD, in addition to Speech, Gifted, Art, Music, Physical Education, and Chapter I. Elementary Interns were also exposed to various age levels within the elementary building site.

During the first two weeks of December, when the university class work was completed, a rotation schedule, more extensive than the elementary rotation was implemented throughout the school. Believing that the interns would benefit from exposure to all student age levels, elementary interns were required to visit kindergarten, junior, and senior high classrooms. Secondary interns at the junior high were placed at the senior high for three days, and conversely the interns placed at the senior high were switched to the junior high for three days. Because the summer field experience was in the elementary level, it was assumed that the secondary interns had been provided sufficient exposure to that age level.

A unique feature to the junior and senior high alternative field placement was the student shadowing experience. Each intern was assigned a public school student to follow throughout the course of a typical school day. Not only did this provide valuable insight for the interns into the lives of diverse

student populations, it in turn provided much needed one on one attention to the individual public school students. The remainder of the December field experience was spent in the original intern field placements. Advisory Councils at all three buildings thought this to be an invaluable opportunity to orient interns into the typical "holiday craziness" all schools experience before Winter break.

C. Winter, 1998: The elementary interns had three full day of field experience per week (Wednesday, Thursday and Friday), as outlined in the PEP Winter Intern Schedule. Several university courses, like that of fall, were held at E.J. Brown. The coursework included: ED 610, *Elementary School Mathematics: Curriculum and Materials*, ED 611, *Elementary School Science: Curriculum and Materials*, ED 607, *Literacy Instruction II*. and EDL 670 was taught seminar style, with various leadership topics discussed each week by a variety of Education Leadership Department faculty members.

The interns have the week between winter and spring terms, referred to as Clinical Field Experience II, to plan and research their full time internship teaching. Beginning with the first week of spring term, interns taught everyday, all day. Variations occurred as some interns made plans to team teach

D. Summer A 1998: During the first five week session of summer school 1998, interns put the finishing touches on their professional electronic PRAXIS portfolio, by taking ED 645, *Internship Assessment*. The second summer class required, 646, *Design of Induction Year Project*, assists interns in inquiry topics for their upcoming entry year of teaching. Although interns received certification by successfully completing the coursework and internships, the master degree is awarded only after the successful execution of the inquiry project as well as demonstration of successful classroom teaching. The final project serves as accountability of the research, classroom teaching or related work fulfilling the instruction requirement. By keeping in contact during the interns' induction year, a support channel is provided.

Lessons Learned

As with any educational experience, reflections must illustrate both positive and negative lessons learned. We are most appreciative for Dr. Goodlad and his leadership team for the many lessons they learned, and subsequently shared so that we benefited from their experience.

One of the richest ideas articulated by the Goodlad and senior associates' philosophy was the need to establish governance or advisory councils. The E.J.. Brown Advisory council proved critical to our efforts. The advisory council, representing all the key players (interns, teachers, principal and WSU faculty) in the program made decisions about the day to day operation of the PEP and building renewal efforts. Major decisions coming out of the council included: attendance policy and procedures for professional days, absenteeism and personal days, substituting procedures and renewal trip arrangements.

Another idea developed from Dr. Goodlad, et. al., supported having the Partner School collaborate on renewal. The Advisory Council identified a year long renewal effort which they desired to explore. E.J. Brown clinical faculty identified the multi-age grouping as their inquiry topic.

Other of the many positive lessons learned include:

- Interns highly valuing all field internship work;
- Teachers validated that interns made major differences in PreK-6 students lives;
- Teachers were motivated to undertake extensive renewal activities;
- Teachers verified that they were more focused on personal excellence when entrusted with apprenticing a future educator;
- University faculty experienced the real world of day to day teaching;
- Intern problems were addressed quickly through concern conferences (five in fall term alone); and
- Interns bonded with each other as a support groups.

The list of the liabilities was approached in a positive manner. It highlights those elements which must be addressed. These include:

- Interns must identify financial resources and support system for the year.

- Interns and clinical faculty due process for disagreements/concerns must be clarified.
- Teachers desire input into university curriculum and practice;
- Better avenues for communication must be established.
- More university attention is needed at the school site.
- Flexibility and civility must be stressed in summer coursework: i.e. classroom placement, syllabi or participants.

The PRAXIS-Based Electronic Portfolio

NCATE and other professional agencies have challenged Teacher Preparatory programs to articulate their instructional model. Wright State University identified "*...Teacher as both a developing professional and problem-solver/decision maker*" as their model. Along with this model, the college supported a model assessment strategy to track the students professional development through-out the PEP program. The *PRAXIS-Based PORTFOLIO* served as a pilot project in hopes of clarifying interns' progress toward professionalism (See Attachment A).

Portfolio Background

Schools as well as the populations within them are continually changing, and we have witnessed significant curriculum change also; however, little has changed with student evaluation methods. "Good schools (and classrooms) are good because they adapt to new needs and situations... and the same individuals who implement decisions are involved in making them" (Larson, 1991, p. 550). For schools to demonstrate improvement it is essential that new and creative evaluation measures be instituted. Teaching and learning are not one dimensional actions, and it takes a multidimensional assessment tool to capture the diversity of learning within schools. Portfolios provide opportunity to create an assessment revolution within schools for both teachers and students. The state of Ohio officially accepted PRAXIS III as a licensure requirement. Hence the teacher education faculty held that the interns portfolio should correlate with the domains and criteria established by PRAXIS III. An overview of a PEP portfolio will be followed by a PRAXIS summary.

According to Farr (1990), educational assessment should approximate classroom activities that have differing types, have varied audiences, have specific purposes, and have adequate samples of behaviors. Teacher evaluation has the same complexities associated with it. The act of teaching remains an inexact science. Defective measures to evaluate teachers' performances heightens the problem. Hence, an alternative assessment tool, the portfolio, might well prove fair and appropriate in evaluating teachers and learners. The major assumption supporting this premise is that portfolios are founded in practice over time and are based on growth and self-evaluation through formal and informal reflections.

Paulson and Paulson identify a portfolio as "... a purposeful collection of...work that exhibits...efforts, progress, and achievements in one or more areas" (1990, p.4). Portfolios are founded in research, goal-driven and instructionally formative, multi-modal, selective and structured, and a shared process (Rybczynski, 1991). Included within the portfolio are both artifacts (materials collected to show growth and mastery) and reflective information to demonstrate the intellectual level of the activity. Also, portfolios document teacher (intern) performances based on multiple sources of evidence collected over time in authentic settings.

Three states have incorporated portfolios in distinctively different ways. Tennessee infused portfolios in their career ladder program, where they were used for advancement and evaluation. In Florida portfolios were instituted for collection and record keeping purposes, whereas Vermont has established a state model for public school children to develop portfolios throughout their school career. School districts in other states are now infusing portfolio usage into their assessment system, e.g. Kentucky.

According to Wolf (1991) portfolios hold great promise for teacher evaluation but are fraught with potential problems. Portfolios appeared messy to construct, cumbersome to store, difficult to score, and vulnerable to misrepresentation. But, since in ways no other assessment method can, portfolios provide a connection to the contexts and personal histories of real teaching and make it possible to document the unfolding of both teaching and learning over time. After discussion the college decided to undertake pilgrimage in the electronic format. As Lee Shulman observes, portfolios "...retain almost uniquely the potential for documenting the unfolding of both teaching and learning over time and combining that

documentation with opportunities for teachers to engage in the analysis of what they and their students have done" (Shulman, 1988 p. 36).

Tierney (1991) views intervention as an important component in process portfolio construction. There are two major reasons why the CEHS faculty viewed electronic portfolios as important: The first was to demonstrate professional understanding of the new state performance based assessment domains. By having interns begin portfolios at the start of their teacher education program, their attention to the domains throughout the preparation period was documented. The second reason was the hard copy portfolios had become a requirement in teacher education. Over the next ten years they were incorporated into WSU's teacher preparatory program.

To actualize the portfolio construction two imperative assessment points for accountability were established. The first assessment point centered on the beginning of the interns' program and the second correlated with the completion 15 month program.

The portfolio structure is the PRAXIS III Domains. The portfolio major divisions are Introduction, A. Planning, B. Classroom Organization & Management, C. Learning, D. Professional Responsibility Content Pedagogy and a Conclusion.

Student collaboration was supported throughout the program. Collaboration strengthened the constructor's view. The constructor of the portfolio needed to author the various entries and the reflection had to represent the individual's thinking. The following tips are provided from our ten year saga:

TIPS

1. Establish institutional support and commitment.
2. Orient faculty, staff, area administrators and teachers about portfolios.
3. Understand your purpose for doing portfolios and assessing them.
4. Obtain faculty support for the portfolio project.
5. Allocate enough time for assessment.
6. Determine a unified meaning of reflectivity.
7. Present the portfolio to students in a genuine yet enthusiastic manner.
8. Provide continuity and checks throughout the program.

In this era of educational accountability, it is questionable if portfolios can be an accurate enough assessment tool. External schooling pressures stress objectivity which appear to be best achieved via standardized tests. But educators understand the complexities associated with teaching and learning, and it is certainly time for professional instructors to negate pen and pencil tests and to support assessments representing multiple dimensions of school work.

Although most educators today have an internal understanding of what a portfolio is, no universal, rigid definition exists to unite the varying portfolio projects out there. Few statistical substantiations of portfolio accuracy exist but using the PRAXIS/Pathwise domains and criteria as a guideline for electronic portfolios has substance. The need for continued research on PRAXIS-based portfolios as an assessment procedure remains a high priority.

PRAXIS/Pathwise

In an effort to assure Ohio students, parents and communities that the state's teaching force has the necessary knowledge base and proficiency to adequately address students needs, the State of Ohio has elected to *use The PRAXIS SERIES: Professional Assessments for Beginning Teachers*. This series constitutes a system designed to assess the skills of beginning teachers. While one component of the *PRAXIS SERIES*, the *PRAXIS II: Subject Assessments*, is intended to assess prospective teachers' depth and knowledge of subject matter and pedagogical principles, newly adopted state licensure standards mandate a performance-based evaluation of teaching skills from within the context of a specific classroom setting. The PRAXIS III is a complementary assessment developed with this specific context in mind. Founded upon the basic assumptions that effective teaching requires both action and decision making and that learning is a process of active knowledge construction, the assessment was developed to reflect both the art and science of teaching. Moreover, it was designed by the Educational Testing Service (ETS) to be a reliable and valid measure of teaching performance likely to meet the rigors of

subsequent legal challenges. The PRAXIS III criteria were derived from a national research base with input from 2,000 educators from diverse backgrounds from across the country. It was developed for use in teacher licensing decisions made by states or local agencies empowered to license teachers and was not designed for the purpose of employment decisions. As such, the intent of ETS was from the outset to develop a national consensus on the important aspects of teaching and to translate that consensus into a framework for decision-making which is both informed by theoretical and policy perspectives of both educators and researchers.

Summary

Evidence indicates that this "Professional Educator Program" proved dynamic and enriching for beginning practitioners. These interns have been exposed to and participated in over a year of field experience. They are ready; their PRAXIS-based electronic portfolios demonstrate teaching proficiency in the four crucial domains and visually display their commitment and ability to teach and make a difference in students' lives. We feel that the public can ask if these interns are more competent teachers and we can answer that these educators are most certainly better prepared and suggest their authentic assessments results will support this conclusion.

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ATTACHMENT A

TEACHER PERFORMANCE ASSESSMENTS
ASSESSMENT CRITERIA

Domain A - Organizing Content Knowledge for Student Learning	Domain B - Creating an Environment for Student Learning
A1: Becoming Familiar with relevant aspects of students' background knowledge and experiences. A2: Articulating clear learning goals for the lesson that are appropriate for the students. A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future. A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson. A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.	B1: Creating a climate that promotes fairness. B2: Establishing and maintaining rapport with students. B3: Communicating challenging learning expectations to each student. B4: Establishing and maintaining consistent standards of classroom behavior. B5: Making the physical environment as safe and conducive to learning as possible.
Domain C - Teaching for Student Learning	**Domain D - Teacher Professionalism**
C1: Making learning goals and instructional procedures clear to students. C2: Making content comprehensible to students. C3: Encouraging students to extend their thinking. C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands. C5: Using instructional time effectively.	D1: Reflecting on the extent to which the learning goals were met. D2: Demonstrating a sense of efficacy. D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students. D4: Communicating with parents or guardians about student learning.

Attachment B

Key Player Reflections

To provide a holistic perspective of the Professional Educator Program, key players' reflections follow:

Principal - Norma Gaston

E.J. Brown Elementary has been a partner school with Wright State University's College of Education and Human Services for several years, providing a site for student participants and student teachers. A new district agreement was signed between the two institutions that created an understanding for the project known as the Professional Educator Program, or PEP. E.J. Brown Elementary was designated as a clinical site to support school reform and to improve teacher education.

University students who had already completed degree programs applied for the project and were interviewed as prospective interns. They were then matched with veteran teachers for a full-year's experience in the classroom. This was a vast improvement over the past practice of student teaching for just one quarter. Interns began the year with the students in August and finished the year with them in June, offering a much more meaningful experience than just spending ten weeks in a classroom.

The greatest asset of the PEP is the variety of opportunities for professional growth. Veteran teachers were asked to teach university classes, while university professors are in the building regularly. These experiences have given both the opportunity to understand each other's roles. In addition, university professors have provided in-service programs, brought new ideas and current research to enrich the education of the staff.

The Professional Educator Program has provided growth for the veteran teachers as well as the university students. Having an intern in the classroom caused the teachers to reflect on their own teaching styles and methods of classroom organization, and management. It was a new learning experience for the professional teachers, because for the first time, they had to share their classroom with another adult for an entire school year.

Although there have been some minor problems with the PEP, the advantages have far exceeded any disadvantages. Our school is looking forward to another year in what has proven to be a successful partnership. The staff at E.J. Brown has been given the opportunity to grow, both professionally and personally, while providing an atmosphere that supports quality preparation for future leaders.

Lead Teacher and Adjunct Professor - Sherry Sutton

Modeling isn't the best way to teach. It is the only way to teach.
Albert Schweitzer

Modeling and the acronym Professional Educator Program (PEP) are absolutely synonymous. I know because I have walked on both sides of the PEP: first as an intern and now as a clinical faculty working with an intern. The PEP interns not only observe master teachers, but are given the opportunity to team teach with those same teachers. This unusual, but long overdue, technique provides the interns with the opportunity to spend at least three days a week in their assigned school working side by side with the teacher who will supervise their student teaching later in the year. An entire process of discovery evolves over a nine month period in which the university, the public school teacher, and the intern network resources and ideas which prepare and empower a qualified graduates student to become a teaching professional.

The advantages of the PEP system are numerous. However, the primary benefactor is the education intern. The PEP interns have the opportunity to:

- Observe and assess a variety of teaching styles and discipline techniques in an assigned school for an extended period of time.
- See firsthand the multitude of maturation and learning differences in students of the same age/grade.
- Walk beside and among the same group of students as these students proceed through a nine month period of psychological and physical growth. This provides the opportunity for the interns to watch changes in maturation and learning rather than merely read about them in a textbook.
- Incorporate graduate course concepts and assignments into actual classroom practice soon after learning them.
- Develop confidence and security by spending twenty-four weeks in the classroom before experiencing student teaching.
- Develop a resource notebook filled with activities and lesson plan ideas for an entire year.

- Develop a sense of camaraderie with their supervising teacher and students before their student teaching experience begins. They become an integral part of the learning community; thus the interns are accepted as part of their classroom rather than being viewed as an intruder during their student teaching.

- Assume classroom responsibilities on a gradual take-over schedule rather than being overwhelmed with al facets of teaching at once.

- Experience the frustration, the complexity and the joy of teaching by becoming a functional part of a public school classroom for nine months.

As might be expected, the advantages of PEP are not all in favor of the intern. Assistance with clerical work, tutoring, and lesson plan implementation are a few of the supervising teacher's benefits. What's more, since the purpose of PEP is to model appropriate teaching techniques and discipline, the clinical faculty's (CF) sense of accountability is heightened. The presence of an intern keeps the CF "on his/her toes." Of course, the close bond with the university is also advantageous to the supervising teacher. This improved relationship keeps the clinical faculty abreast of current trends in education as well as providing an opportunity to give valuable feedback to the university. Indeed, the collaborative partnership of the university, intern, and supervising CF strengthen professional growth for all three PEP participants.

Needless to say, all PEP advantages and successes are dependent upon the initial selection process. During this crucial process, the selection committee must adhere to a set of criteria that ensures the appointment of committed, flexible, academically-prepared interns.

This joint venture in mutual learning evolves into a cumulative process of growth for the intern, the supervising teacher, and the university. In short, the interns watch the children grow, the children and teachers watch the interns grow, and the university watches the growth of the entire system of education - one step at a time. Similarly, the graduate students take back to their instructors and peers lessons learned and questions from their elementary/secondary classroom experience. No textbook could hold all the valuable information being exchanged during these discussions. The immeasurable impact of this realistic training extends into the rest of the program, teaching career, but most importantly the young student.